

Standard 3-3: The student will demonstrate an understanding of the American Revolution and South Carolina's role in the development of the new American nation.

3.3.1

Analyze the causes of the American

Revolution – including Britain's passage of the Tea Act, the Intolerable Acts, the rebellion of the colonists, and the Declaration of Independence – and South Carolina's role in these events. (H, P, E)

Taxonomy Level: B 4 Analyze / Conceptual Knowledge

Previous/future knowledge:

Students will have no prior knowledge of the causes of the American Revolution or South Carolina's role in those events.

In 4th grade, students will explain the political and economic factors leading to the American Revolution, including the French and Indian War; British colonial policies such as the Stamp Act, the Tea Act, and the so-called Intolerable Acts; and the American colonists' early resistance through boycotts, congresses, and petitions (4-3.1). Students will explain the major ideas and philosophies of government reflected in the Declaration of Independence (4-3.3).

In seventh grade, students will explain the causes, key ideas, and effects of the French Revolution, including the influence of ideas from the American Revolution and the Enlightenment and ways that the Revolution changed social conditions in France and the rest of Europe (7-3.2).

In 8th grade, students will explain the interests and roles of South Carolinians in the events leading to the American Revolution, including the state's reactions to the Stamp Act and the Tea Act; the role of Christopher Gadsden and the Sons of Liberty; and the role of the four South Carolina signers of the Declaration of Independence—Edward Rutledge, Arthur Middleton, Thomas Lynch Jr., and Thomas Heyward, Jr. (8-2.1).

In Global Studies, students will compare the key elements of the revolutions that took place on the European and American continents in the nineteenth century, including social and political motivations for these revolutions and the changes in social organization that emerged following them (GS-4.3).

In United States History and Constitution, students will explain the impact of the Declaration of Independence and the American Revolution on the American colonies and on the world at large (USHC 2.2). However, the causes and battles of the American Revolution are not included in the United States History standards.

It is essential for students to know

Great Britain thought that the colonies needed to help pay for expenses related to the protection of the colonies during the French and Indian War. Colonists had long paid taxes on imported goods in order to control trade. However, the colonists believed that only their colonial assemblies had the right to tax them directly for the purpose of raising revenue.

The Stamp Act was the first direct tax that Great Britain placed on the colonies and was placed on such items such as newspapers, playing cards, and legal documents. Colonists responded with the rallying cry "no taxation without representation." The colonies had no representation in the British Parliament but

they *were* represented in their own colonial assemblies. Colonists did not necessarily want representation in Parliament because, in that assembly, colonial interests would have been overshadowed by the interests of Great Britain. Colonial interests were protected in their own colonial assemblies. Colonists' protests included a boycott of British goods which led to the repeal of the Stamp Act.

The **Tea Act** was *not* a tax. Colonists had been boycotting tea as a protest against an earlier tax. These taxes [Townshend duties] also had been repealed as a result of the colonial boycott, except for the tax on tea. The Tea Act allowed the tea company to have a monopoly on the tea trade and therefore they were able to provide tea more cheaply to colonial consumers. When the British shipped this cheap tea to the colonies, colonial leaders feared that colonial consumers would be tempted to buy and the boycott would be broken. In both Boston, Massachusetts and in Charleston, South Carolina there were "tea parties." In Boston, colonists boarded English ships and threw the tea overboard. In Charleston, the tea was stored in a warehouse and not allowed to be sold. Angry over the tea party in Boston, England passed laws to punish Boston [the Coercive Acts]. The colonists called these laws the Intolerable Acts. The laws closed the port of Boston so that goods could not be shipped in or out. These acts also took the right to self-government away from the people of Massachusetts by dissolving their colonial assembly. In response to the Intolerable Acts, the colonists met together in a congress [the First Continental Congress] and sent a letter to the King of England pledging their loyalty but stating their opposition to British actions. Meanwhile, South Carolinians sent the Bostonians rice and money to help them survive the closing of their port.

The First Continental Congress advised the colonies to establish militias and arm themselves. They also started another boycott of trade with Great Britain. British troops in Boston, hearing that the people of Lexington and Concord had arms and ammunition, marched to those towns. Shots were fired and the Revolutionary War began. British troops were chased back to Boston and the city was surrounded by American militiamen. Representatives of the colonies met again in the Second Continental Congress which named George Washington as Commander of the newly formed Continental Army. The King of England declared that the colonies were in a state of **rebellion**. Soon the British troops and the new Continental Army were fighting for control of the colonies.

In July of 1776, the Second Continental Congress issued a declaration establishing the United States of America. This **Declaration of Independence** was written by Thomas Jefferson and stated the reasons why the colonies should be free and independent states. It said "all men are created equal" and have the right to "life, liberty and the pursuit of happiness." It listed all of the reasons that the colonies had the right to declare their independence. Men from South Carolina signed the Declaration of Independence.

It is not essential for students to know the other actions of the British government that led to conflict with the colonists, including the Proclamation of 1763, the Quartering Acts and the Boston Massacre, or the Townshend Duties. They do not need to know about the early battles of the revolution at Bunker Hill and in New York. Students do not need to remember the names of the South Carolina signers of the Declaration of Independence, including Edward Rutledge, Arthur Middleton, Thomas Lynch, Jr. and Thomas Heyward, Jr.

Assessment Guidelines:

Appropriate assessments would require students to **analyze** how the actions of the England caused the reactions of the colonists. Students should be able to **explain** why the British taxed the Americans and why the Americans resisted this taxation. Students should be able to **identify** the causes and resulting effects of British actions.